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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades K-12, and especially grades 7-12. The goal of this module is to help participants: (1) select and implement collaborative career guidance projects; (2) determine requisite personnel and material resources; and (3) effectively disseminate the resulting information. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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PLANNING COLLABORATIVE CAREER GUIDANCE PROJECTS

MODULE 49

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CG 014225

March 1979

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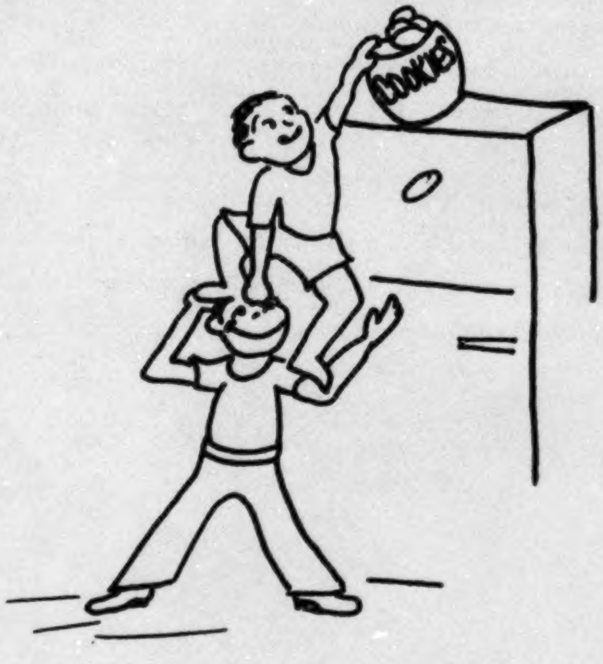
ORIENTATION

Career guidance encompasses a broad spectrum of activities and relatedly involves persons with widely varying interests, knowledge, experience and training. On one hand this diversity is a boon to the recipients of career guidance services for they have much to choose from. On the other hand, this diversity makes it difficult for any one career guidance person to be fully involved in the many different facets of career guidance. Moreover, this diversity often causes a career guidance person to be professionally "spread too thin." One way to combat the negative effects of this diversity is for people to work together, or to collaborate. That's what this module is about.



A collaborative career guidance project is one in which a group of individuals (career guidance personnel) with a common goal work together to achieve an outcome which is beneficial to all involved. Collaborative career guidance projects thus seek to minimize each participating individual's efforts while at the same time maximizing the potential benefits of those efforts.

The planning process presented in this module is a simplistic one. It is not intended to be a substitute for more comprehensive and detailed program planning, although it may be anticipated that some people involved in collaborative projects have good skills in more rigorous program planning. What this module does strive for is a beginning. It is a place for people to start so that they can move on to other more sophisticated and detailed projects, such as those presented in the first twelve modules of this series.

The goal of this module therefore is to provide you with some of the knowledge and skills necessary to plan collaborative career guidance projects. To accomplish this goal a number of learning experiences have been organized around a workshop format. This format will involve you in activities designed to increase your knowledge of collaborative career guidance projects, your expertise in planning such projects, and your skill in disseminating the results of such projects.

A workshop coordinator will be facilitating the activities and will be working closely with you in helping you evaluate your work. If you have any questions during this workshop, please feel free to consult with the workshop coordinator.

GOAL AND OBJECTIVES

Module Goal

This module is directed toward working guidance personnel in school settings, grades K-12, and especially 7-12, including teachers, administrators, counselors, paraprofessionals, and especially directors of career guidance programs who are involved in planning and conducting career guidance programs. The topic is the use of collaborative career guidance projects. The module will focus on the development of projects which will yield information which in turn may be used to demonstrate and communicate the effectiveness and value of career guidance activities. Participants will learn how to select and implement appropriate projects, determine requisite personnel and material resources, and effectively disseminate the resulting information.

Efficient and effective use of each person's time, skills, and energies is essential if career guidance programs are to achieve their desired goals. This module is one of several in this series related to program planning that should help achieve such efficiency and effectiveness. This module is specifically intended for use in conjunction with on-going career guidance programs and activities.

Module Objectives

When you have successfully completed this module you will be able to:

1. List at least four advantages for using collaborative career guidance projects in your work setting.
2. Identify and briefly describe two types of collaborative career guidance projects that would be appropriate to your work setting and situation.
3. Plan how to identify, obtain, and evaluate the resources necessary for collaborative career guidance projects.
4. Produce a comprehensive plan for a collaborative career guidance project.

5. Produce a comprehensive plan for disseminating the results of a collaborative career guidance project.

Criteria for achieving these objectives are found in the Coordinator's Guide.

TIME OUTLINE

	Approximate Completion Time	*Module Objectives Reached*
Module Orientation	1/4 hour	
Career Guidance Collaboration	3/4 hour	1
Collaborative Projects	1 hour	2
Resources	1 hour	3
Planning Collaborative Projects	1 3/4 hours	4
Disseminating Results	1 hour	5
Wrap-up	1/4 hour	

CAREER GUIDANCE COLLABORATION

SECTION 1 - *CAREER GUIDANCE COLLABORATION*

The purpose of this section is to provide you with an opportunity to become more aware of the advantages and disadvantages of using collaborative projects for school career guidance purposes. It is also intended to provide you with an opportunity to clarify further your own opinions about collaborative projects.

To begin the activity, please read and review the material on the next few pages. As you read this material, please try to keep the following questions in mind:

1. How successful have my individual career guidance activities been?
2. Which career guidance activities do I like best?
3. What advantages are important for me?
4. What limitations are important for me?

CAREER GUIDANCE COLLABORATION

The Beatles often sang to us of the simple truths in life. One of their lines which is especially pertinent to career guidance personnel is: "I get by with a little help from my friends. . ."

Some Thoughts on Collaboration

Would you like to make your work a little simpler? More rewarding? More effective? If you answered "no" to any of these then this workshop is probably not for you. On the other hand, if you answered "yes" to all of these, then you're probably typical and this workshop should be of some benefit to you. As you proceed, think now and then about these initial questions; it will help to keep the purposes of this module in perspective.

To begin, let's consider some statements about career guidance work that are unfortunately all too often true. As you read through the list, think about if, or how often, you have made similar statements, either to others or to yourself.

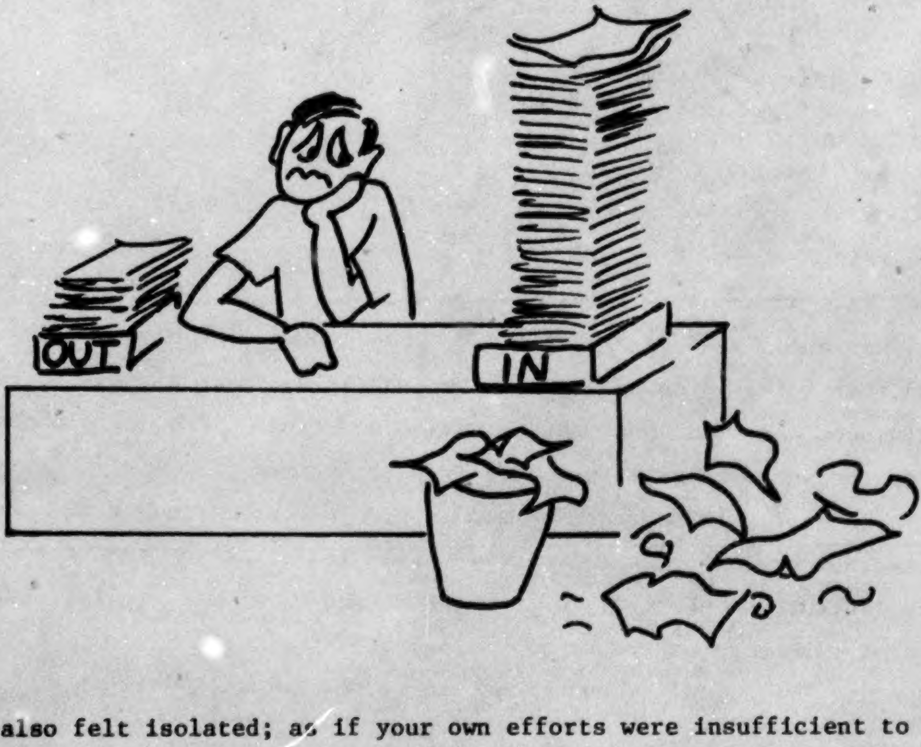
1. There isn't enough money to do the things I want to do.

2. There isn't enough time to do all the things I'm supposed to do.
3. There isn't enough time to do the things I want to do.
4. I'm responsible to or for too many students.
5. My school needs more counselors.
6. I have to spend too much time "pushing papers."

I do so much paperwork that my friends call me "Broom"

7. I don't get enough recognition for the things I do well.
8. I know some guidance personnel who really do career guidance.
9. I could really help kids with career guidance if I had the chance.
10. I wish my work situation would change but I don't think it will.

These statements, and others like them, are reflections of professional frustration. They are usually related to feelings of helplessness. If you've had some of these feelings, you've probably also felt isolated; as if your own efforts were insufficient to



change the situations and the associated feelings. But such need not be the case. There are other career guidance personnel who share your concerns and feelings. They also share your desire for change. And it is this common desire which is one possible way of bringing about personal change in your professional work.

Let's consider a hypothetical situation. Imagine a career guidance worker named Jones who lives in school district A but who works in school district B. One evening Jones is home watching the school board meeting for district A on television. As Jones watches, a group of career guidance personnel from district A make a presentation about a recently completed project. They describe how they have just finished a coordinated project wherein each career guidance worker put several small groups of students through a structured career guidance activity and subsequently had the participating students evaluate the activity. The career guidance workers briefly describe the activity and summarize the evaluations. They report that the evaluations are generally very positive, even with the many different types of students involved. The career guidance workers then surprise the school board by stating that the activities were conducted on a volunteer basis, after school. The school board, somewhat taken back, praises the career guidance workers' efforts and promises to have the career guidance activity considered for implementation throughout the schools in the district. As the program continues, Jones laments how nice it would be to work in district A. . . .

Would you also like to work in district A? At first you might say, "No, I have enough to do during the school day, much less after school!" But stop and think for a moment. The school board is at least considering making a relatively significant change. Moreover, even thinking about making a change is a subtle but strong endorsement of the efforts of the career guidance workers.

Obviously the key to this hypothetical situation was the "coordinated effort." Rarely would an individual career guidance worker be able to have such an impact on a school board (or other "decision-makers" either for that matter). Collaborative career guidance projects, where several career guidance personnel work together, thus have a much higher potential for both effectiveness and impact than do individual efforts. Career guidance workers "band together" to achieve common goals and benefits through groups such as professional organizations, educational associations, or unions. Why shouldn't such collaboration be equally if not more effective in the direct provision of career guidance services?

Before discussing different types of collaborative projects, it seems fair to provide some perspective on the uses of such approaches. After all, at first glance it seems more reasonable that career guidance personnel should be responsible for their own individual efforts. There is of course some merit to this position. However, such an attitude generally has not produced substantive or satisfactory results in the past. Therefore, one of the major reasons for the use of collaborative projects is that they offer an alternative to typically ineffective methods. But change for change-sake is not enough justification either; there must be more substantive reasons.

Advantages of Collaborative Projects

1. Opportunity for larger scale projects. There are realistic limits to what one individual can hope to achieve. As people work together, there is a multiplicative effect on the size of projects that can be undertaken.

2. Efficient use of each individual's time. If a person works alone, the person must contribute all the time necessary to complete a career guidance project. In collaborative projects each individual contributes only the time necessary to complete their part of the project.

I have to get up an hour early
so I can work 25 hours a day

3. Maximum utilization of each person's skills. If a person works alone, the person must perform both "easy" and "difficult" tasks, In collaborative projects individuals (generally) perform only those tasks that are "easy" for them (i.e. those they are "good" at performing).

4. Facilitation of professional interaction and cooperation. Working alone fosters professional isolation. Collaborative projects help people get along better and learn how to work with one another.

5. Potential for more impressive results. Because of the relative sizes of the projects that can be undertaken, collaborative projects (generally) produce more substantive, and therefore more impressive, results than do individual projects.

6. More effective use of available resources. Individuals working alone may monopolize the use of career guidance resource materials. Most collaborative projects encourage, and often necessitate, sharing and more efficient use of such materials.

Limitations of Collaborative Projects

1. Lack of individual rewards or reinforcements. By definition the results of collaborative projects are attributable to group efforts. The roles of individuals often receive little personal acknowledgement.

2. Need for coordination. While collaborative projects are a group effort, there must be project coordinators. The larger the projects undertaken, the more difficult these roles will be.

3. Need for common goals. Collaborative projects will succeed only if each individual involved believes in the goals of the project. Such agreement may be difficult to achieve.

When you have finished reviewing the material presented for Section 1, please complete Worksheet 1.

WORKSHEET 1

The preceding text section identified six advantages for the use of collaborative career guidance projects. These included the opportunity for larger scale projects, efficient use of each individual's time, maximum use of each person's skills, facilitation of professional interaction and cooperation, potential for more impressive results, and more effective use of available resources. The text section also listed three limitations including the lack of individual reinforcements, need for cooperation, and need for common goals. Think about how these advantages and limitations apply to your work setting and situation.

In general, the advantages of collaborative career guidance projects far outweigh the limitations. However, these advantages will be valid only if they can be applied to your work situation. Therefore your task here is to list four advantages (either from those listed or from others you may have thought about) in using collaborative career guidance projects and then to explain why they are particularly relevant to your work situation. In constructing your responses, you should include what the direct benefits of the advantages would be, how the benefits would be realized, and who would receive the benefits. A sample response might read as follows:

I. Maximum use of each person's skills -- Among our career guidance personnel there are many who are good at actually conducting career guidance activities but only a few who know how to evaluate such activities. Since we use a variety of career guidance activities, it would be nice to work together to find out which ones we do most effectively. If those persons who know how to evaluate activities could help the rest of us, we could begin to use only those activities we do best. This would not only provide better career guidance activities for students but also help us perform our jobs more effectively, efficiently, and enjoyably.

WORKSHEET 1 (continued)

Advantage 1 -

Advantage 2 -

WORKSHEET 1 (continued)

Advantage 3 -

Advantage 4 -

When you have completed this Worksheet, please wait for the workshop coordinator to begin the large group discussion.

COLLABORATIVE PROJECTS

SECTION 2 -- *COLLABORATIVE PROJECTS*

The purpose of this section is to provide you with an opportunity to become more aware of the various types of collaborative career guidance projects.

To begin this section, please read and review the material on the next few pages. As you review this material, please try to keep the following questions in mind:

1. What other example(s) of each type of collaborative project can I think of?
2. Am I aware of any ongoing project that approximates any of the types of collaborative projects presented?

COLLABORATIVE PROJECTS

The definition given for a collaborative project allows just about any career guidance activity to be approached as a collaborative project by career guidance personnel. In come cases a collaborative project may in essence be a set of individual activities conducted simultaneously. In others a group approach may be necessary. To provide examples of all possible types of collaborative career guidance projects is beyond the scope of this module. A more reasonable approach is to identify the major categories or types of collaborative projects and then provide a representative example of each type. This is the approach that will be used here.

Types of collaborative projects

1. The needs assessment project. Career guidance activities are supposed to be responsive to the needs of students. However, practicality dictates that such activities must also be responsive to the needs of others such as parents, teachers, or administrators. A needs assessment collaborative project is an attempt to identify the career guidance needs of any or all of these people. It solicits information about career guidance needs from a particular group. Typically a needs assessment collaborative project involves the use of questionnaires or surveys. However, it may also use other data gathering techniques such as personal interviews. The result of a needs assessment collaborative project is (usually) a prioritized list of career guidance needs for the group(s) surveyed.

It should be remembered that a needs assessment collaborative project does not produce evaluations of the effectiveness of career guidance programs or activities. That is, a needs assessment simply identifies career guidance needs; it does not tell whether those needs are being effectively met. Thus needs assessment collaborative projects are most effectively used for pre-planning for career guidance programs and activities.

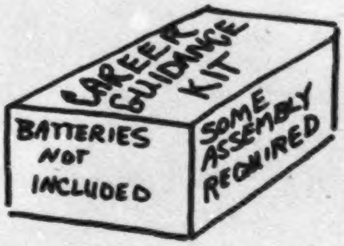
Example. A group of elementary, middle, and secondary school career guidance personnel in one county used the same career guidance needs assessment questionnaire to survey parents, teachers, and administrators. They not only found differences in perceived career guidance needs among parents, teachers, and administrators but also differences on the basis of the school levels with which those persons were most directly affiliated. Subsequently, in conjunction with the administration, they revised both the scope and directions of many of the career guidance programs and activities in the school system.

2. The technique project. Career guidance personnel use a wide variety of professional techniques in order to accomplish their career guidance objectives. These include such things as providing information, individual and group guidance, classroom guidance, consultation, and placement and follow-up. The technique collaborative project focuses on any one particular technique and evaluates the effectiveness of its use. The technique study often uses both "standardized" and "local" evaluation instruments and procedures. It is one of the most common types of collaborative career guidance projects. However, it is also one of the most commonly criticized.

DEMONSTRATE
EFFECTIVENESS

It should be remembered that technique collaborative projects evaluate the effectiveness of what is being or has been done. Thus while the results of a technique collaborative project may suggest that a program or activity should be prolonged or repeated, they do not necessarily provide information about whether any related programs or activities should be conducted.

Example. A school system had adopted the use of a relatively expensive "career guidance kit" on a temporary basis pending evaluation of its effectiveness. Some career guidance personnel who favored use of the kit undertook a technique collaborative project to justify its continued use and funding. The results of their efforts were sufficiently substantive to convince the school system's administration that the kit merited permanent use and funding.



3. The school level project. Many aspects of career guidance vary dramatically across school levels (i.e. elementary, middle, or junior high, and secondary). For example, job placement is typically a major concern at the secondary school level and a very minor concern at the elementary school level. The school level project attempts to highlight and emphasize these differences. In its most typical form this type of project examines functions, both those that are being performed and those that need to be performed. The most common methodology again is the use of surveys and questionnaires. In most cases the instruments used are locally developed.

School level collaborative projects are similar to needs assessments collaborative projects in that they also provide (non-evaluative) information that is useful for planning. However, they differ from needs assessments projects in that: (a) they poll a different sample and (b) the basis for the information sought is determined by individuals other than the recipients (either direct or indirect) of career guidance services.

Career guidance is like water — it finds its natural level when it adapts to the shape of its container

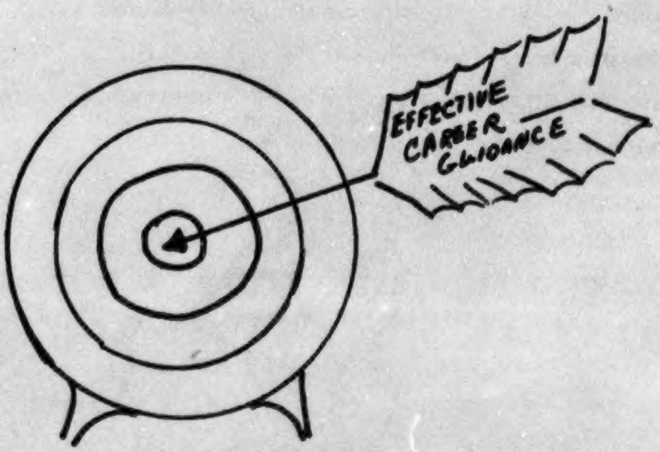
Example. Some career guidance personnel were concerned about whether appropriate career guidance functions were being performed. They consulted textbooks, local and state career guidance "authorities" and the results of a needs assessment collaborative project. From these efforts a comprehensive list of career guidance functions was compiled. They then asked all career guidance personnel in the school system to indicate whether they were performing each of the functions listed. They were able to determine which functions were being performed at which school level and also which functions were not being performed anywhere. This project eventually led to the adoption of a system wide role and function plan for career guidance activities.

4. The time use project. The lack of time for effective career guidance activities is among the most common complaints of career guidance personnel. The basis of this complaint is not really the total amount of time available but rather the ways in which time is spent. The time use collaborative project is intended to produce an accurate accounting of how career guidance personnel spend their time. In its most common form it amounts to having them keep track of how much time is used to perform each of their activities for a given sample time period.

It should be noted that a time use collaborative project provides no indication of how effectively time is being used. Thus time use projects may serve as the basis for discussions of career guidance worker efficiency. While such occurrences are rare, the possibility for such discussions should not be overlooked.

Example. Some people (both in and out of the schools) in a school district were complaining that career guidance personnel were not spending enough time working directly with students. The career guidance personnel responded by saying they were too busy "pushing papers." Eventually some of the career guidance personnel initiated a time use collaborative project. For a two week period, most of the career gudiance personnel in the system kept daily logs of how much time they spent on each of their daily activities. These results were then compiled and made known to various school related audiences. While there were some comments about inefficiency, the major impact was that many "paper pushing" activities previously assigned to career guidance personnel were relegated to other school personnel the following academic year.

5. The target group project. While in a strict sense all students are individuals, there are groups of students who may be clustered together on the basis of common characteristics, needs, or concerns. Relatedly, career guidance personnel are often able to conduct career guidance activities with these students as a group rather than individually. The target group collaborative project attempts to evaluate the effectiveness of career guidance activities with such groups of students. The target group collaborative project differs from the technique collaborative project in that the emphasis in the former is on the types of students involved while in the latter the emphasis is on the technique used.



One caution in target group collaborative projects should be noted. By definition the students in target group projects are somehow "unique." If this "uniqueness" is not approached carefully and with the highest regard for ethical and professional standards, the mere process of conducting the project may be damaging to both the students and the career guidance personnel involved.

Example. Several career guidance workers had the teachers in a vocational-technical school identify students the teachers felt had "poor job seeking skills." They then randomly assigned half the students so identified to group guidance sessions intended to improve job seeking skills. These groups also included students with moderate to good job seeking skills. The career guidance workers were eventually able to show that this career guidance activity significantly improved the job seeking skills of the target group students in the activity over those target group students not in the activity.

6. The case study project. While most career guidance activities are developed for use with the so-called average student, there are of course those students with special characteristics, needs, and concerns. These students generally require an inordinate amount of career guidance personnel time, energy, and concentration. Yet because each is only one of the many students career guidance personnel work with, the career guidance worker's efforts with such students are typically undervalued. The case study collaborative project is intended to call more appropriate attention to such situations.

In its typical form the case study collaborative project involves each of a group of career guidance personnel documenting their activities with particular students. The collaboration emphasis is placed both on the types of information gathered and the ultimate uses of the results. The case study collaborative project may in some ways be viewed as a combination of the other types. For example, the case study may focus on a particular type of student involved one at a time. Then the information gathered from all of the individual case studies is pooled to provide collective information on the activities conducted.

Example. The career guidance personnel in a large secondary school were concerned about those students who were reluctant to participate in group career guidance activities. Each career guidance worker therefore selected one of these students to work with on an individual basis. They were able to show that they could achieve significant changes (in this case in job interviewing skills) in these students' behaviors. They also demonstrated that such an approach is very time consuming. Thus they were able to justify the expenditures of relatively long periods of time with some students.

When you have completed this text section, please wait for the workshop coordinator to initiate the small group activity.

SMALL GROUP ACTIVITY

Think about your needs and your work setting in relation to each of the six types of collaborative career guidance projects presented. The six types are listed below. Please rank them according to your personal needs and situations. Assign rank 1 to the type of collaborative project that is most appropriate and important to your needs and situation and assign rank 6 to the one that is least appropriate and important.

	Rank
A. Needs assessment	____
B. Technique	____
C. School level	____
D. Time use	____
E. Target group	____
F. Case study	____

Now please get together with 2 or 3 other workshop participants to form small groups of 3 or 4. Your task is to share your rankings for the six types of collaborative career guidance projects with the other members of your group. As you present your rankings, share a few of your reasons for assigning the respective ranks. As others in your group present their rankings, feel free to ask them any questions you may have about why they assigned their rankings the ways they did.

When you have completed this small group activity, please wait for the workshop coordinator to begin the large group discussion. When the large group discussion is completed, the workshop coordinator will instruct you about Worksheet 2.

WORKSHEET 2

The text section, small group activity, and large group discussion were intended to familiarize you with various examples and characteristics of collaborative career guidance projects. They were also intended to help clarify why different career guidance personnel prefer different types of collaborative projects. Of course the most important points for you are how some of these types of collaborative career guidance projects could be applied to your work situation and, relatedly, why it would be beneficial to you to conduct them. Accordingly, your task here is to briefly describe two different types of collaborative career guidance projects that would be appropriate to your current professional situation.

In constructing your response it is not necessary to give excessive detail about the projects. Rather, you should simply provide enough information to communicate the nature of the projects. You should, however, include information about (generally) who will be involved, (generally) what will be done, (generally) what resources will be needed, and (generally) when and where the projects will be conducted.

The other key component of your response should be a justification of appropriateness. In other words, you should provide at least three different answers to the question, "Why is this type of project appropriate to my work situation?"

A sample response to this task might read as follows:

During November of the next school year the career guidance personnel in the four high schools in the district will survey sophomores about their career guidance needs and concerns. Five of the career guidance personnel will develop a needs survey for their purpose. Homeroom teachers will be asked to distribute and collect the questionnaires. Several participating career guidance workers will analyze the results and distribute a summary report to career guidance personnel, teachers, and administrators. This report will also be made available to interested parents.

This project is appropriate to my situation for several reasons.

First, no career guidance needs assessment has ever been conducted with this group of students. Second, the high school career guidance program lacks direction since different career guidance persons use wide varieties of career guidance activities. Third, the sophomore level is a good place to start since the students will be in school long enough (potentially) to benefit from the results of the project. Last, such a project would highlight the many and different needs and concerns career guidance personnel must attend to.

- -

I.

II.

When you have completed this worksheet, please wait for the workshop coordinator to tell you when to begin the next section.

RESOURCES

SECTION 3 -- *RESOURCES*

The purpose of this section is to provide you with the opportunity to become more aware of the resources needed and available for any collaborative career guidance project you may undertake.

To begin this section, please read and review the material on the next few pages. As you read this material, try to keep the following questions in mind:

1. What resources are needed for the type(s) of collaborative project(s) which most interest me?
2. What resources are available for the type(s) of collaborative project(s) which most interest me?
3. How can the resources needed for the type(s) of collaborative project(s) I'm interested in be obtained?

RESOURCES

The process of conducting an effective collaborative career guidance project necessitates that the participants identify and obtain pertinent resources prior to implementation of the project. As before, it is impractical to attempt to list all the possible resources necessary for any given collaborative project. Accordingly, only major categories of resources will be provided here because the ideas presented are intended to stimulate thinking rather than provide a comprehensive listing.

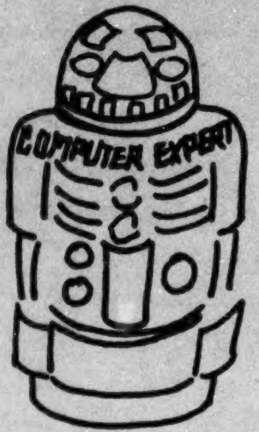
Resources needed

1. Skills resources. A collaborative project typically requires a wide variety of skills. The most obvious are of course career guidance skills. However, there is also a need for skills in such things as activity coordination, project planning, assessment and evaluation, clerical functions, data analyses, report writing, public relations, materials obtainment, and in some cases, finances. When the need for each of these types of resources is applied to any particular collaborative project, the resulting list may be quite extensive. Accordingly, the maximum amount of effort in a collaborative project must be focused on the identification of needed skills resources. Indeed, the key to an effective collaborative project is anticipation of required skills.

You don't know what you can't do until you try....

2. Personnel resources. The skills resources identified must of course be provided by people. But who is available to do what? Again, it is essential that specific personnel resources be identified before a collaborative project is implemented. It is often the case that some of the people considered for or involved in collaborative projects will have more than one skill to offer. Whenever possible however, an equitable distribution of skill contributions should be achieved, even if it means incorporating "extra" people into the project. An equitable distribution

of skill contributions enhances professional and interpersonal relationships and generally results in a more effective project.



3. Material resources. Almost every collaborative project necessitates the use of some material resources. This may be as simple as paper for questionnaires or as complex as scheduling the use of a special career guidance facility. In any event, the material (including physical) resources necessary for a collaborative project also should be identified and obtained prior to the initiation of the project.

WARM FUZZIES
RX: TAKE TWO AFTER EACH PROJECT

4. Time resources. Time is one of the most important resources for a collaborative career guidance project. Career guidance personnel are always busy. However, if a project is to be successful, time must be found for each activity. Moreover, it is absolutely essential that time allocations and sincere commitments to them be made by each participating person prior to the implementation of a collaborative project. If a collaborative project fails to

meet its stated goals, in a vast majority of the cases it will be because people failed to keep the time commitments they made.

Internal and External Resources

The resources necessary for a collaborative project may be roughly divided into two broad categories. The first of these is internal resources or those that are readily available in your work situation. The second is external resources or those which are not readily available in your immediate work situation but which may be obtained with a minimum of effort. The following two lists provide some examples of internal and external resources.

A specialist is a counselor who teaches kids to have problems only during office hours.

A. Internal resources

1. Other career guidance personnel with interests similar to yours
2. Other career guidance personnel with interests different from yours
3. Other people involved in career education or guidance
4. Teachers
5. Administrators
6. Students
7. Parents
8. System-wide (e.g. county or city level) personnel
9. Other specialists (e.g. school psychologists)
10. Community resources (e.g. counselors in private practice)
11. Clerical personnel
12. Local libraries (e.g. school or community)
13. Professional publications
14. Textbooks from previous college or university courses
15. Available career education materials
16. Available tests or other assessment instruments
17. Government publications
18. Professional materials

19. Nonprofessional associates (e.g. friends or relatives)
20. Reports from previous collaborative projects

In general, just about anyone or anything in your near vicinity is a potential resource for a collaborative project.

B. External resources.

1. Career guidance personnel from other school systems
2. State department of education personnel
3. Former college or university instructors

A professor I knew told me he get paid for using his brain... I think he was stealing money.

4. Professionals known for their work in the topic area of the collaborative project
5. Professionals known to have certain skills
6. College or university libraries
7. Professional publications
8. Testing company representatives
9. Professional associations (e.g. position statements)
10. Government agencies (e.g. USDL or USOE)

In general, just about anyone you can easily contact or any material you can easily obtain is again a potential resource for a collaborative project.

Obtaining Resources

The use of various resources in a collaborative career guidance project involves three major functions. The first of these is identification of the resources necessary for the project. This may be accomplished through any number of ways. Among the most common methods is to have either an individual or a very small group of people identify what they think are the necessary resources. Another method is to assign project "roles" and let the persons filling those roles determine what resources are needed. Still another way is to "copy" a (similar) collaborative project and thus capitalize on the experience of the other project. And as a final example, another way is to summarize a project and solicit input about necessary resources from any of a variety of professionals.

The second function is actually getting the resources. In general, this means that some person(s) must actually obtain the identified resources. This may mean relatively simple behaviors such as contacting an associate and asking for assistance or it may mean relatively complex behaviors such as obtaining money to buy or rent materials. Again, obtaining necessary resources may be handled by a person or persons coordinating the project, or it may be the responsibility of each person involved in each part of the project, or it may even be a separate and distinct project role.

The last resource function is evaluation of the resources obtained. For material resources the evaluation process is typically fairly easy since these resources are usually identified on the basis of their known value. For personnel, skill, or time (commitment) resources, the evaluation process is a much more sensitive issue. Just because people say they can do things, it doesn't necessarily follow that they really can do those things. Accordingly, these types of resources need to be evaluated on the basis of previous performance, if possible, or on the basis of a demonstration if necessary. In any event, the evaluations of personnel, skill or time resources necessitate that the evaluator(s) use effective professional judgement and interpersonal interaction.

When you have completed reading this section, please wait for the workshop coordinator to begin the small group activity.

SMALL GROUP ACTIVITY

Please get together with 2 or 3 of the other workshop participants to form small groups of 3 or 4. It would be helpful if your group contained persons who work in similar situations and/or have similar professional interests.

The specific resources necessary for a collaborative project are of course contingent upon the particular project under consideration. However, in a general sense, any collaborative project necessitates consideration of the four types of resources mentioned in the text section (i.e. skills, personnel, material, and time). Moreover, consideration of resources often influences the natures of collaborative projects that may be considered. Accordingly, your group task is to discuss general ways that each of the four types of resources can be identified, obtained, and evaluated. In your discussion please consider both internal and external resources.

Someone in your group should take brief notes on your discussion since your group will be asked to share its discussions with the other workshop participants.

When you have completed the small group activity, please wait for the workshop coordinator to begin the large group discussion.

WORKSHEET 3

On the preceding worksheet you were asked to identify and briefly describe two collaborative career guidance projects which were of interest to you. Now please select whichever of those was of most interest to you. Your task here is to present a plan for identifying, obtaining, and evaluating the resources needed for that project. In constructing your response you should consider each of the four types of resources, both internal and external resources, and the identification, obtainment, and evaluation processes. Your plan need not be highly specific yet it should address these major points.

A sample response for this task, based on the sample response from the previous worksheet, might read as follows:

Skills: The project co-leaders will contact the career guidance personnel in each of the four high schools and solicit information about who has each of the following skills: survey/item development, statistics/data analyses, writing, interpersonal skills with teachers. The co-leaders will then contact the identified persons to determine if they would be willing to work with the project. Evaluations of skills will be made on the bases of demonstrated previous activities and the opinions of their professional associates.

Personnel: The co-leaders will contact all career guidance personnel in the four schools and ask for volunteer participants for the project. Each volunteer will be asked to make a written commitment (i.e. signed) to the project. Information as to the feasibility and validity of each of these commitments will be solicited by the co-leaders from the guidance director in each school.

Material: The co-leaders will assign the identification and obtainment of project material resources to two of the project volunteers. Evaluations of the various materials will be made by the project volunteers most directly involved with the materials.

Time: The co-leaders will ask each project volunteer to indicate how much time they can devote to the project. The volunteers

WORKSHEET 3 (continued)

will be asked to specify this time in writing. Information as to the feasibilty and validity of these time commitments will be solicited by the co-leaders from the guidance director in each school.

(Note: Obviously some of the activities cited in this example could be conducted simultaneously. They are separated here for the sake of clarity; you should also separate them in your response).

WORKSHEET 3 (continued)

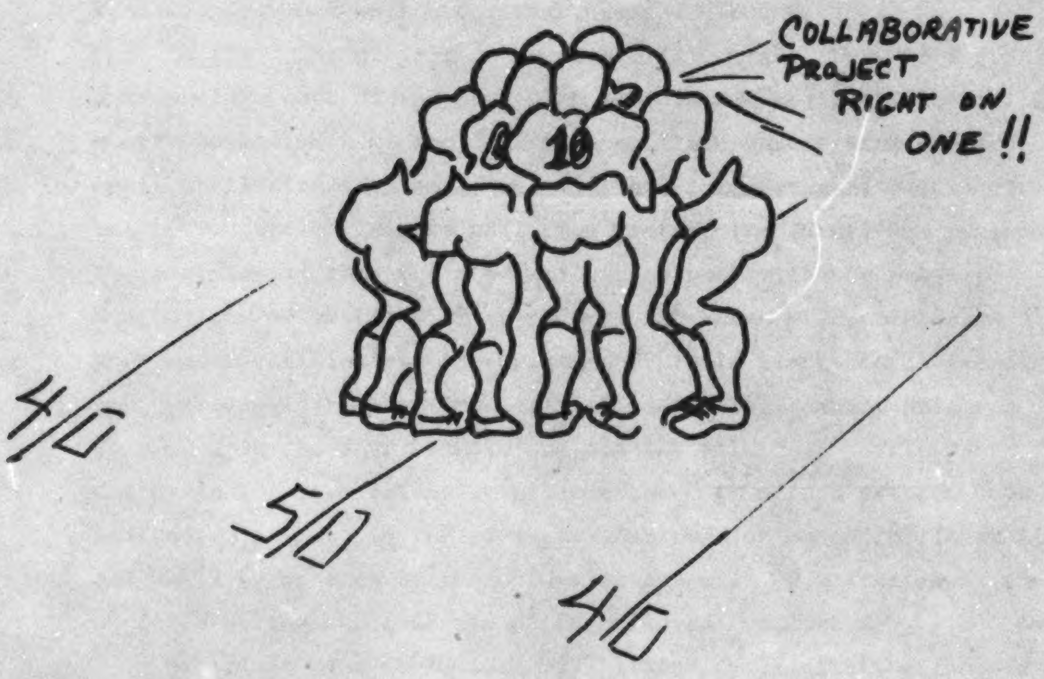
When you have completed this worksheet, please wait for the workshop coordinator to begin the next section.

PLANNING COLLABORATIVE PROJECTS

SECTION 4 -- *PLANNING COLLABORATIVE PROJECTS*

The purpose of this activity is to provide you with the opportunity to become more aware of the factors that need to be considered in planning collaborative career guidance projects. It is also intended to provide you with the opportunity to practice planning a collaborative project.

To begin the activity, please participate in the large group discussion. As you participate, try to think about how the ideas presented relate to the type of collaborative project which most interests you.


COLLABORATIVE PROJECT RIGHT ON ONE !!
10
40
50
40

LARGE GROUP DISCUSSION

During this large group discussion you will be asked to share your ideas and opinions about career guidance needs that are important to you. Another way to say this is to ask what types of collaborative career guidance projects would you like to see conducted and why.

Please feel free to participate in the discussion--both by sharing your own thoughts and feelings and by commenting on those of other participants.

When this large group discussion is completed, please wait for the workshop coordinator to begin the small group activity.

SMALL GROUP ACTIVITY

Goals and objectives

The first and most important activity for a collaborative career guidance project is the determination and statement of what the project is supposed to accomplish. In other words, the first step in planning a collaborative career guidance project is establishing project goals and objectives. Statements of goals and objectives for any particular collaborative project should of course be in concert with the goals and objectives of the overall career guidance project. The proper and effective statement of goals is more complicated than most people realize. Unfortunately, neither the focus nor time limits of this module permit an extensive discussion of goal and objective development processes here. Accordingly, you are urged to read or review three other related modules in this series before you actually implement a collaborative project in your work setting. These three are: (#5) Establishing Program Goals, (#8) Specifying Process Objectives, and (#6) Specifying Student Performance Objectives.

If you don't know where you're going, you'll probably wind up someplace else

— DAVID CAMPBELL

For our purposes here, a much more general approach will be used. And, for the sake of clarity, goals and objectives are considered separately.

A goal is simply a global statement of what you hope the collaborative project will achieve. A goal statement provides very little specific information about the project or its results. Rather, a goal statement implies what might happen if the collaborative project is successful. The following are examples of possible collaborative project goal statements:

A. The project will provide information in support of continued funding of program x.

B. The project will demonstrate the effectiveness of school counselors in the job placement of school dropouts.

C. The project will identify major directions for career guidance and counseling activites for the next academic year.

An objective, as opposed to a goal, is a very specific statement of what the results of a collaborative project will be. Statements of objectives are usually subsumed under goal statements so that the method of accomplishing the goal may be more easily understood. A good objective is one that is specific, easily understood, and subject to only one interpretation. Whenever possible statements of objectives should be made in terms of behavioral objectives or other situations where there is little chance for misinterpretation. The following are examples of possible statements of objectives for collaborative projects:

A. The results of the project will provide the frequencies and percentages of students who successfully completed program x.

B. The project will report the results of student evaluations of school counselor assistance prior to the students' dropping out of school.

C. The project will determine and present student evaluations of current school career guidance and counseling programs and activities.

Provision of clear goals and objectives reduces confusion and therefore simplifies collaborative career guidance projects. It does this not only for those who are directly involved in the project but also for those who need to be able to understand the project.

- -

Now please get together with 2 or 3 other workshop participants to form small groups of 3 or 4. Please form groups with participants who have needs and concerns similar to yours. The workshop coordinator will help you with this. Your group task is to list the goal(s) and objectives for a collaborative project that you and the other members of your group are interested in conducting. Your group should compile one list though of course different participants will contribute different parts to it. Again, one person in the group should record the list so as to be able to present it briefly in the subsequent large group discussion.

When you have completed this small group activity, please wait for the workshop coordinator to begin the large group discussion.

SMALL GROUP ACTIVITY

The theme underlying this module thus far is the need for and importance of proper planning. It is a theme that merits repeating. Effective collaborative career guidance projects don't just happen. Moreover, no one is going to pay much attention to what a collaborative project attempted to do. The rewards and benefits of a collaborative project lie primarily in the results and good results will occur only when the project is carefully and thoroughly planned in advance.

PLAN AHEAD
KNITTING

Functions, skills, and resources

Besides determining goals and objectives another important activity in planning a collaborative project is determination of the functions necessary for successful completion of the project. In essence the question is: what must actually be done in order to achieve the goals and objectives of the project? This part of collaborative project planning is "tricky" in that it seems simpler than it actually is. For example, one common function in collaborative projects is "analyzing the data." That seems simple enough. However, there are many parts to analyzing data: In what form will the data be? What types of analyses need be performed? Will the data be analyzed by hand or by computer? What will be considered a significant finding? Typically the determination of project functions takes a long time in order to arrive at a comprehensive listing. However, the time spent is well worth it in terms of aggravation avoided later on.

Determination of the functions in a collaborative project points to the needed skills for the project. The needed skills for a collaborative project are in fact the abilities necessary to satisfactorily perform the functions. Again, there is typically a tendency to overgeneralize needed skills and such a tendency should be avoided as much as possible.

Once the needed skills have been determined, the next steps are the identification, obtainment, and evaluation of the "resources" who will provide these skills. These processes have been described previously. Suffice it to say here that these resources are the most important ones for a collaborative project and care should be taken in their selection.

Scheduling

A sound plan for a collaborative project includes a reasonable time schedule. Reasonable in this context means there is sufficient time to perform each function but that the time allocations are not so extensive as to inhibit the project's progress. In determining time allocations remember that the people involved in collaborative projects are supposed to be performing functions that they are "good" at and for which they are supposed to be competent. Thus time allocations need not be excessively generous. On the other hand, it is important to allow for unanticipated delays. The time schedule should be flexible enough to allow for the performance of previously unidentified functions or for obtainment of needed skills resources that were not anticipated.

The easiest way to achieve a satisfactory schedule is again to consult with the persons who will provide the needed skills and perform the required functions. They should be able to provide accurate estimates of how long it should take to complete various functions. However, remember that different people will have committed themselves to different parts of the collaborative project. Don't let the idiosyncracies of one individual impede the activities of the others, even if it means finding another resource.

- -

Now please reform the small group you were in prior to the large group discussion. During the previous small group activity you and the other members of your group created a list of goal(s) and objectives. That list in turn should suggest one or more types of collaborative projects that might achieve those goals and objectives. Your task here then is to produce a plan for a collaborative project that will fulfill that purpose. Worksheet 4 is provided as a guide to help you with this task.

During this activity you should work with (collaborate!) the other members of your group to produce a project plan. However, it may be that because of differences in participant backgrounds, work settings, needs, etc. there will need to be slight differences in each group member's eventual plan. This is okay as long as the resulting plans are essentially similar. As you complete worksheet 4, keep the goal(s) and objectives in mind; it will help to focus your thinking.

WORKSHEET 4

Note: This worksheet is intended to serve as a planning guide for a collaborative career guidance project. The information presented or requested is intended to stimulate your thinking, not to be a comprehensive listing. For some projects you will have to provide additional pertinent information. For others you may need to note that the information presented or requested is not applicable. If you need additional space for writing please use the backs of these worksheet pages.

- -

Type of collaborative project________________________________

I. Background synopsis (What is the local history and current status of the topic of the project? Why is the project necessary? etc. Be brief; cite only major points):

II. Key terms (provide a brief definition of any terms that may cause confusion. e.g. What does "career guidance" mean in your situation?):

A.

B.

C.

D.

III. Population (to whom will the results of the study be generalizable. e.g. students in secondary schools in the system, parents of students in grade K-5, etc):

IV. Sample (what subgroup or subset from the population will actually be involved in the project? What will be the characteristics of the sample? e.g. 100 students from each of the four secondary school grade levels; approximately 50% female - 50% male; 70% caucasian - 30% ethnic minority - etc.):

V. Sample procedure (how will people actually become involved in the project? e.g. all teachers of required English courses will be asked to volunteer to distribute surveys to classes; one volunteer at each grade level will be asked to distribute surveys to one class, etc.):

VI. Functions and needed skills (The following are presented as examples of functions and needed skills that apply to most collaborative projects. Add those that are specific to your project. Whenever possible provide the name(s) of the person(s) who will actually contribute the needed skills and perform the function.)

A. Project coordinator:

B. Project activity (what is the major or focal project activity and who will perform it?):

C. Preparation and provision of instructions to project participants (who, what, how?):

D. Implementation of sampling procedures (who will be involved and how?):

E. Project Evaluation (what will be done and by whom?):

F. Resource obtainment (what will be needed and who will ensure it is provided?):
   1. Material resources (e.g. tests, questionnaires, kits, etc.)

   2. Physical resources (e.g. rooms, special equipment, etc.)

   3. Personnel resources

G. Clerical duties (e.g. typing, record keeping, etc.):

H. Data analyses:

I. Report writing:

J. Other, as appropriate (please specify)________________________

K. Other, as appropriate (please specify)____________________________

L. Other, as appropriate (please specify)____________________________

M. Results presentation (who will be responsible for communicating the results of the project to appropriate audiences?):

N. Project time outline (Be as specific and inclusive as possible). Include all project functions identified and when they will be initiated and completed):

When you have completed this worksheet, please wait for the workshop coordinator to begin the large group discussion.

LARGE GROUP DISCUSSION

During this large group discussion you and the other members of your small group will be asked to share your collaborative project plan. In other words, you will be asked to present your responses to Worksheet 4. The other workshop participants will be asked to listen carefully and to ask questions or provide suggestions as they feel appropriate. As helpful comments are presented regarding your collaborative project plan, write them down in the appropriate location on your Worksheet 4.

When you have completed this large group discussion, please wait for the workshop coordinator to begin the next section.

COMMUNICATING RESULTS

SECTION 5 -- *COMMUNICATING RESULTS*

The purpose of this section is to provide you with the opportunity to become more aware of the factors to be considered in presenting the results of collaborative career guidance projects to various target audiences.

To begin this activity, please read and review the material on the next few pages. As you review this material try to keep the following questions in mind:

1. How do the communication factors presented relate to the collaborative project I proposed?
2. What other factors can I think of?
3. Which target audience(s) is (are) most appropriate for the collaborative project I proposed?

COMMUNICATING RESULTS

It has been previously stated that collaborative career guidance projects are most effective when they are integrated into a comprehensive career guidance program. In a similar way, a presentation of the results of a collaborative project will be most effective when it is integrated into a comprehensive career guidance public relations program. Unfortunately, space and time limitations again prohibit an extensive discussion of comprehensive public relations programs. You may find such information and discussion in another module in this series entitled, Developing Effective Public Relations. The information presented here is related to collaborative projects because of this module's focus but it should be remembered that the points made relate to other public relations efforts as well.

The emphasis in this module has been on effective planning and that emphasis is continued here. As before, effective planning necessitates consideration of some basic ideas. Accordingly, a good place to begin planning a collaborative project results presentation is to think about types of communication factors.

Communication factors

The following are some of the more important communicaton factors which should be considered in presenting the results of a collaborative project.

1. Mode of communication. There are three basic modes of communication for presenting project results. These are verbal, written, and visual. Each mode has both advantages and limitations.

Bein' able to speak good ain't never done nobody no harm . . .

Verbal communication of collaborative project results is by far the most common method. It has the major advantage of allowing the presenter to interact with the audience. Potential points of misinterpretation or confusion are therefore minimized. Moreover, verbal presentations allow the presenter to adapt or modify the "language" of the project results so that it is appropriate for the audience. Finally, verbal presentations are also generally less time consuming since the interaction can be centered on those points which most interest the audience. The major limitation of verbal communication of project results is that the audience may only retain limited amounts of information. That is, the audience members will tend to remember only those points which make the strongest impressions on them. If this happens many of the important "finer" points of collaborative projects may go unnoticed.

Written communication of collaborative project results is the next most common method of presentation. Written presentations have the advantage of ensuring that all important points will be addressed. In addition, written presentations may be retained for further or repeated review. Finally, written presentations may be reviewed at the audience's leisure thus freeing them from the scheduling constraints of verbal presentations. On the limitations side, written presentations prohibit presenter-audience interaction and therefore place a heavy emphasis on the presenter's writing skills.

Visual communication of collaborative project results is the least commonly used method of presentation. However, it has the potential to be the most dramatic. Simpler forms of visual presentations include the use of such things as tables, charts, diagrams, or pictures. More sophisticated visual presentations include the use of such things as slides, videotapes, or multimedia shows. Visual presentations have the major advantage of generally having a strong impact on audiences. However, visual presentations are often very time consuming and expensive to produce. They also often necessitate the use of special equipment or skills which may not be readily available.

Because of inflation a picture
is now worth only 479 words

Perhaps the most effective mode of communication of collaborative project results is a combination of the modes cited above. For example, project results could be presented orally, supplemented and highlighted by visual aides, and summarized in a written report.

Such procedures would capitalize on the advantages of each mode while minimizing their limitations. As a rule of thumb, whenever possible at least two, and preferably three, modes of communication should be used to present the results of collaborative projects.

I know that you believe you understand what you think I said but I am not sure you realize that what you heard is not what I meant.

2. Clarity. The determination of the clarity of the communication of the results of a collaborative project must be made from the perspective of the audience. The type and nature of the language used must be compatible with that of the audience. For example, it would be inappropriate to "speak statistics" to an audience that has little experience in interpreting or understanding the subtle points of data analyses. Such a procedure would not only fail to impress the audience but would more than likely have a negative impact on them. While it is not advisable to simply "tell the audience what they want to hear," it is advisable to tell them "in ways they want to hear."

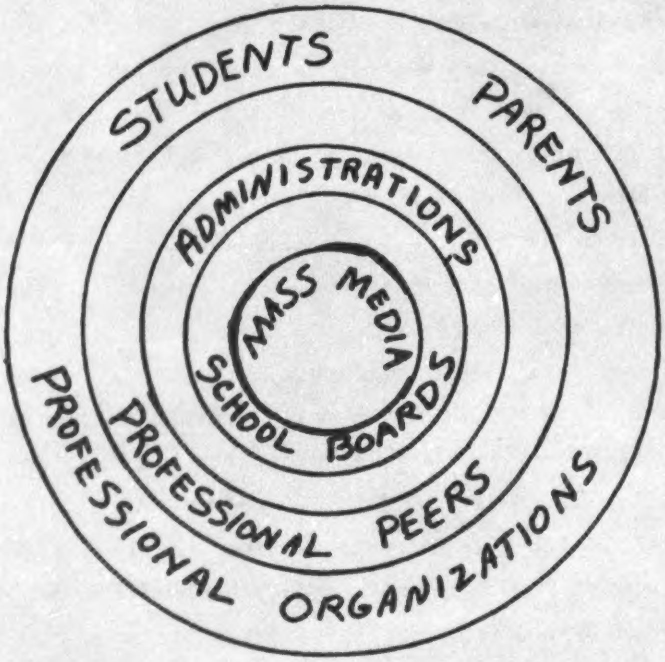
3. Topic appropriateness. The results of a collaborative project typically will be multifaceted. That is, the results of a collaborative project will often have many different implications. For example, a project's results may have implications for such things as program planning; personnel selection, retention, or assignment; fiscal expenditures; resource utilization or obtainment; or policy modification or continuation. Different audiences will therefore be interested in different aspects of the results. To the greatest extent possible, presentations of collaborative project results should be adapted to the needs, interests, and concerns of any particular audience.

4. Time. The results of a collaborative project represent the culmination of a comprehensive effort which has involved many hours of work. It is tempting therefore to want to present the entire project, with all its complexities and idiosyncrasies, to any audience. In general this temptation should be avoided. Project results presentations must not be so extensive as to become boring

for the audience. Presentations that are too long incorporate more information than the audience cares about, or is capable of, comprehending. On the other hand, a presentation which is too short will fail to impress an audience and will in fact "slight" both the project and its results. The best tact is to obtain several perspectives on what would be an appropriate time length for a colloborative project results presentation. For example, the presenter(s) can determine the minimum time necessary to present the results effectively. Similarly, there may be scheduling concerns (e.g. at a school board meeting) that have to be attended to. Finally, several members of the potential audience could be contacted to ascertain their opinions.

Target audiences

An effective collaborative project results presentation must be responsive to the needs and concerns of the audience receiving it. Potential audiences or presentation recipients are probably as varied as the people interested or concerned with schools. In order to focus your thinking, a partial list of such potential recipients follows.



1. Students. School career guidance programs and activities do of course exist for the benefit of students. Accordingly, they should be well informed about the nature, extent, and effectiveness of the services being provided for them. There are three major advantages to providing collaborative projects results to students. First, it is good "advertising" for career guidance services. Second, it will enhance career guidance prefessional student relationships and interactions. And third, students may provide valuable input or feedback concerning the topic of the collaborative project.

2. Parents. It is easy enough to say that parents have a vested interest in what happens to their children. Unfortunately, many parents are unaware of what is being done for their children in regard to career guidance and counseling. The presentation of collaborative project results to parents thus serves as a noteworthy "public relations" function. Since (career) guidance and counseling activities are often deemed "expendable" by many parents, the results of a collaborative project may be a good way to help change such opinions.

3. Administrators. Principals, system-wide administrators, and superintendents have a great deal to say about what happens at the local levels in the schools. This is especially true in terms of priorities regarding personnel, program directions, and money. An effective collaborative project results presentation will enable these decision-makers to see the positive values of career guidance programs and activities. It also helps them understand the nature, scope, and depth of career guidance and counseling.

4. School boards. The ultimate decision-making body in most school systems is the school board. The advantages of making a collaborative project results presentation to a school board are similar to those for other administrators. However, presentations to a school board have the added advantage of allowing the school board to share the results with their constituents. Thus the project results serve a public relations function not only for career guidance personnel but also for the whole school system.

5. Professional peers. Many of the activities and programs of career guidance personnel necessitate the cooperation of other educational professionals in the schools. Some of these activities may be viewed as an imposition by these other professionals (e.g. getting students out of a class). Presentation of collaborative project results to other educational professionals will often allay these feelings of imposition. In general, such presentations will serve to foster more positive relationships and feelings of cooperation between career guidance and other educational personnel.

6. Professional organizations. If you are performing an effective career guidance activity or program in your school (system), it should be shared with other professionals who are interested in similar types of activities or programs. The two major forums for presenting collaborative project results to other career guidance professionals are journals and meetings (or conventions). Presentations in either of these ways are particularly useful for obtaining constructive professional feedback and suggestions.

7. Mass media. Newspapers, radio, and television provide excellent opportunities for career guidance personnel to publicize their activities. The major advantage of presenting collaborative project results to the mass media is that they in turn can present the results to people who might not be reached through other presentations.

Career guidance and counseling personnel and their programs and activities need all the positive publicity they can get. Presentation of the results of effective collaborative projects to target audiences such as these will help to ensure that such positive publicity is obtained.

When you have completed reviewing this material, please wait for the workshop coordinator to begin the small group activity.

SMALL GROUP ACTIVITY

Please get together with the workshop participants from the last small group activity (i.e. those with whom you plan a collaborative project).

Your first group task is to identify a potential target audience for the results of your previously proposed collaborative career guidance project. Your second group task is to develop a plan for presenting the results to that target audience. Worksheet 5 is provided to help you with this task. Your group should work collectively to complete this worksheet, but all group members should fill out their own worksheets. Again, there may be some individual differences on each participant's worksheet since the planned projects might have been slightly different, but your groups' responses to worksheet 5 should be essentially similar. Assume that the collaborative project you planned in the last activity was successful, i.e. that the goal(s) and objectives were achieved.

WORKSHEET 5

Type of collaborative project: ____________________________________

Presentation

A. Target audience:

B. Presenter(s):

C. Mode(s) of presentation:

D. Major aspects of the collaborative project to be presented (e.g. number and nature of people involved, sample and population, nature and scope of project activities, evaluation procedures, time schedule, etc.):

E. Major results of the collaborative project to be presented (e.g. number and characteristics of sample, summary of the data analyses, etc.):

F. Major conclusions from the collaborative project results (i.e. what is (are) the presenter's interpretation(s) of what the result(s) actually mean?):

G. Implications of the conclusions of the collaborative project (i.e. what do the conclusions mean for the audience? How do the conclusions relate to the interests, needs, and concerns of the audience?):

H. Material or physical resources needed for the presentation (e.g. speech outline, written report, visual aides, etc. Specify who will prepare or obtain each item listed):

I. Time schedule for presentation (i.e. when will the presentation be made? How long will it take? Be specific):

When your group has completed this worksheet, please wait for the workshop coordinator to begin the large group discussion.

LARGE GROUP DISCUSSION

During the large group discussion each group will be asked to share its presentation plan with the other workshop participants. The other workshop participants will be asked to respond by providing any helpful comments or suggestions they feel are appropriate. You and the other members of your group should note these suggestions on your respective worksheets.

REFERENCES

The following resources are presented as sources of additional information pertinent to the topics of this module. The list is by no means comprehensive but the entries are among the most pertinent sources for the respective topics.

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This module is one of a set of similar career guidance modules developed in cooperation with the American Institutes for Research, Palo Alto, California. The following modules from that set are integrally related to this one:

1. *Career Development Theory*
2. *Program Development Model*
3. *Assessing Desired Outcomes*
4. *Assessing Current Status*
5. *Establihsing Program Goals*
6. *Specifying Student Performance Objectives*
7. *Selecting Alternate Program Strategies*
8. *Specifying Process Objectives*
9. *Developing Program Staff*
10. *Trying Out and Monitoring*
11. *Conducting Product Evaluations*
12. *Communicating Evaluation Results*
13. *Developing Effective Public Relations*
14. *Evaluating the Cost-Effectiveness of Programs for Improving Interpersonal Skills*
15. *Developing and Conducting In-Service Programs*

COORDINATOR'S GUIDE

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COORDINATOR'S ROLE

The success and effectiveness of this workshop is to a large extent dependent on your effectiveness as a workshop coordinator. Your role here is crucial since the participants depend on you for a worthwhile experience. There are four major tasks you must attend to besides your regular workshop duties:

Set the Tone

Create a positive atmosphere for the workshop. Have fun and be enthusiastic about what you're all doing. People in the workshop should be relaxed but also alert, interested, and motivated. Inject humor whenever appropriate and let the participants enjoy themselves.

Set the Pace

Maintain a proper pace. Try to sense, or even ask, if the workshop is moving appropriately for the participants. If things bog down, ask some leading, open-ended questions. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and participants are getting lost, slow things down and have the group help everyone catch up. Keep the flow smooth at transition points in the module. Take breaks as you feel they are necessary. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the outline as flexible to some extent.

Facilitate

Encourage discussion and interaction from participants. Bring out shy people. Don't let aggressive people dominate. Let the

COORDINATOR

group help you. Seek out questons and uneasiness, get them into the open and talk them over. This is especially true for the beginning. Be a trouble shooter. Watch facial expressions and body language. In sum, be attentive and responsive. Act as a guide in the module but be careful not to get in the way.

Evaluate

Make sure participants are headed in the right direction. Keep the group on task. Nudge them when they're not. Judge how well the participants are performing each activity. Encourage and direct them to complete activities appropriately. In general, maintain a high quality level in the workshop.

Specific Coordinator Functions

Prior to the Workshop

1. Read and study the module thoroughly prior to the workshop. Be thoroughly familiar with the participant materials and the Coordinator's Guide. It is recommended that you go through this module as a participant before you lead a workshop.
2. Make sure all needed materials are present for the workshop. Check on the availability of such things as name tags, extra paper, chalkboards, and the worksheets used in the activities. Have a watch or clock available. Make sure the room has chairs and tables appropriate to module activities.
3. Make sure the room arrangements are appropriate. Since some of the activities are done in small groups, the room should be large enough to accomodate such seating arrangements. Make sure the room is free from unnecessary distractions.

At the Workshop

1. Have the necessary materials (name tags, modules, worksheets, etc.) available for the participants as they arrive.
2. Introduce yourself to the participants and them to each other. Briefly describe your background and the role you will play in the workshop.

3. Establish time limits and guidelines for the schedule for the day. Do your best to stick to them.
4. Follow the instructions in this Coordinator's Guide closely. Make notes wherever appropriate. Don't be too rigid but ensure that the module is conducted basically as proposed. Paraphrase, don't read, instructions as much as possible -- but be sure to include all the pertinent points in the instructions.
5. Enjoy the workshop, the participants, and yourself.

INTRODUCTION

(1/4 hour)

Orientations and Module Goal and Objectives

1. Have the participants read the sections entitled *Module Orientation* and *Module Goal and Objectives*.
2. Explain that this module is designed to help them improve their skills and relate these skills to their guidance program and their professional functioning.
3. Review with the participants each of the module objectives.
4. Emphasize that this is basically a self-learning module and that what they get out of it is in part contingent upon what they put into it.

Time Outline

1. Review with the participants the *Module Time Outline*.
2. Tell the participants that they will be actively involved in each of the sessions. Each section typically begins with a text section summarizing the major points to be made. The activities following each introductory text section require that each participant be actively involved. These activities include such things as discussing, writing, presenting, and questioning.

Questions

1. Ask if there are any general questions that can be answered before the first section is begun.
2. Tell the participants that they should feel free to ask questions as they arise during the workshop.

SECTION 1

CAREER GUIDANCE COLLABORATION

(3/4 hour)

Objective

Participants will be able to list at least four advantages for using collaborative career guidance projects in their work settings.

Purpose

The purpose of this activity is to provide the participants with the opportunity to become more aware of the advantages and limitations of using collaborative projects for school career guidance purposes. It is also intended to provide participants with the opportunity to clarify their own opinions about collaborative projects.

Instructions

1. Have the participants read the text section entitled *Career Guidance Collaboration.*
2. Have the participants complete Worksheet 1 as soon as they have finished reading the text section.
3. After approximately 25 minutes begin the large group discussion. The purpose of this discussion is to have the participants share their initial reactions and opinions. Encourage as many participants as possible to share their feelings and opinions about collaborative career guidance projects. Listen for similarities and differences in the points of view offered.
4. After approximately 15 minutes of large group discussion, respond to any remaining questions or comments the participants may have.
5. After approximately 5 minutes begin section 2.

SECTION 2

COLLABORATIVE PROJECTS

(1 hour)

Objective

Participants will be able to identify and briefly describe two types of collaborative career guidance projects appropriate to their work settings.

Purpose

The purpose of this activity is to provide the participants with the opportunity to become more aware of the various types of collaborative career guidance projects.

Instructions

1. Have the participants read the text section entitled *Collaborative Projects*.
2. After approximately 10 minutes have the participants begin the small group activity. Review and summarize the small group activity instructions for the participants. Encourage them to openly share their rankings and their reasons for their respective rankings.
3. After approximately 20 minutes begin the large group discussion. Write the six types of collaborative projects in a vertical column on the chalkboard. Identify rankings by a row of Roman numerals across the top of the chalkboard. Your chalkboard diagram should look like this:

Project type	I	II	III	IV	V	VI
Needs assessment						
Technique						
School level						
Time use						
Target group						
Case study						

Start with the "needs assessment" project. Ask for a show of hands of how many participants ranked this number 1. Enter this number (of participants) under Roman numeral I in row one. Then ask how many ranked the "needs assessment" project number 2. Enter this number of participants under Roman numeral II. Continue this procedure across the "needs assessment" row. Then repeat this procedure for each of the other types of projects until all cells in the matrix contain a number (including possibly zero) of participants.

The completed grid is intended to serve as a stimulus for discussion of various collaborative career guidance project "priorities" among the participants. Encourage the participants to share their opinions as well as their reasons for their respective rankings.

4. After approximately 15 minutes have the participants complete Worksheet 2.
5. After approximately 15 minutes have the participants begin the next module section.

SECTION 3

RESOURCES

(1 hour)

Objective

Partcipants will be able to plan how to identify, obtain, and evaluate the resources necessary for collaborative career guidance projects.

Purpose

The purpose of this activity is to provide the participants with the opportunity to become more aware of resource identification, obtainment, and evaluation for any collaborative career guidance projects they may undertake.

Instructions

1. Have the participants read the text section entitled Resources.
2. After approximately 10 minutes begin the small group activity. Review and summarize the small group activity instructions for the participants. Encourage the participants to explore as many different ways of identifying, obtaining, and evaluating each of the four types of resources as possible. Be sure to keep time and to encourage the groups to consider all four types in the time allotted.
3. After approximately 20 minutes, begin the large group discussion. Have the notetaker/recorder from each group present the summaries of their discussions to the rest of the participants. Encourage questioning and commenting about the various plans presented. Continually emphasize the need for the 3 component parts for each type of resource. Solicit and encourage examples of both internal and external resources.
4. After approximately 15 minutes, have the participants complete worksheet 3. Emphasize the need for them to consider each of the four types of resources and the three components within each type.
5. After approximately 15 minutes, have the participants begin the next section.

SECTION 4

PLANNING COLLABORATIVE PROJECTS

(1 3/4 hours)

Objective

Participants will be able to produce a plan for a collaborative project.

Purpose

The purpose of this activity is to provide participants with the opportunity to become more aware of the factors that need to be considered in planning collaborative career guidance projects. It is also intended to provide them with the opportunity to practice planning a collaborative project.

Instructions

1. Begin the large group discussion by asking the participants to share their ideas, opinions, and feelings about their career guidance concerns. Solicit information about what types of collaborative projects would be responsive to the various concerns presented.
2. After approximately 10 minutes begin the first small group activity. Have the participants read the introduction and instructions for this activity. To form the small groups have the participants each indicate the type of concern and/or collaborative project which interests them most. As much as possible try to form groups of 3 or 4 on the basis of similar preferences. *Do not let anyone work alone*. The minimum should be a 2 person group, even if some people have to work on a type of project that is their "second choice."
3. After approximately 20 minutes begin the second large group discussion. Have the "recorders" from each group briefly summarize their groups' goal(s) and objectives. Encourage the other participants to comment on each list as it is presented.

4. After approximately 10 minutes begin the next small group activity. THIS IS THE MAJOR ACTIVITY IN THE MODULE. STRIVE TO ENSURE ITS EFFECTIVENESS. Review and summarize the small group activity instructions for the participants. As the groups are working, move about from group to group. Help out in whatever ways you can. Encourage the participants to be specific, even to the point of providing names.
5. After approximately 50 minutes, begin the third large group discussion. Review and summarize the large group discussion instructions for the participants. Encourage *positive* feedback and *constructive* criticism as each group presents its project. Have the members of the presenting group write down these helpful ideas as they are offered.
6. After approximately 15 minutes begin the next section.

SECTION 5

COMMUNICATING RESULTS

(1 hour)

Objective

Participants will be able to produce a comprehensive plan for communicating the results of a collaborative project.

Purpose

The purpose of this activity is to provide the participants with the opportunity to become aware of the factors to be considered in communicating the results of collaborative career guidance projects to various audiences.

Instructions

1. Have the participants read the text section entitled *Communicating Results*
2. After approximately 15 minutes have the participants get together again in the same small groups as they were in for the last small group activity of Section 4 (i.e. Planning Collaborative Projects).
3. Review and summarize the instructions for the small group activity. Answer any questions the participants may have about the instructions. Emphasize that each participant should record a plan on Worksheet 5. While the participants are working on Worksheet 5 in small groups, move from group to group and provide helpful suggestions where you can. Encourage comprehensiveness, specificity, and creativity in their respective dissemination plans. Periodically remind them of how much time has passed and how much time is left.
4. After approximately 30 minutes begin the large group discussion. Review and summarize the instructions for the large group discussion with the participants. As each small group presents its dissemination plan, encourage other workshop participants to offer positive, helpful reactions and suggestions for those plans. BE SURE THAT THE COMMENTS OFFERED ARE CONSTRUCTIVELY POSITIVE.

TERMINATE OR OVERRIDE ANY NEGATIVE CRITICISM.

6. After approximately 15 minutes begin the Module Wrap-Up.

WRAP-UP

(1/4 hour)

1. Summarize the day's activities. Reinforce the objectives that the participants have achieved during the workshop.
2. Respond to any remaining questions that the participants may have about any of the workshop activities.
3. Point out that the references at the end of the module will provide them with additional information about the topics in the module.
4. End on a positive note. Be appreciative and thank them for participating.
5. Relax -- it's over.

EVALUATION CRITERIA

The evaluation of whether each of the participants has achieved each of the module objectives is in part a subjective process. However, you should attempt to be as objective as possible in your evaluations of each participant's performance. Such objectivity is ultimately to the benefit of all concerned.

The following guidelines are presented to help you determine each participant's degree of success in achieving each of the module's objectives.

Objective 1:

This objective will have been successfully achieved if the participant provides appropriate advantages for the use of collaborative career guidance projects. Achievement of the objective will be evaluated on the basis of a point system. Points are awarded as follows:

1 point for each advantage listed (either from those provided in the text or from the participant's own experience).

1 point for identifying what the specific benefit(s) will be for each advantage listed.

1 point for identifying how the specific benefit(s) of each advantage listed will be realized.

1 point for identifying who will receive the specific benefit(s) of each advantage listed.

Thus each section of worksheet 1 has four parts: the statement of the advantage plus the what, how, and who of the benefits of the advantage. This results in a total of 16 possible points for worksheet 1. The participant should be considered as having achieved the objective if the participant compiles a total of 12 or more points on worksheet 1.

Objective 2:

This objective will have been successfully achieved if the participant provides two appropriate examples of collaborative career guidance projects. The evaluation of the achievement of this objective is somewhat complicated by the inclusion of the word "appropriate." Therefore the response to worksheet 2 should be examined carefully and as objectively as possible.

One of the factors which must be kept in mind in evaluating these responses is the respondent's work situation. For example, it would *probably* be inappropriate for a person working in an elementary school to suggest a "technique" project for techniques used at the secondary school level.

Another factor to keep in mind is the size of scope of the proposed projects. For example, a proposed project which intends to involve all career guidance personnel from a very large school district is also probably inappropriate since extremely large scale projects are difficult to conduct without encountering a great many problems.

Considering these two factors and the nature of the responses called for, evaluation of the achievement of this objective is done on the basis of a point system. Points should be awarded as follows:

1 point if the proposed project is appropriate to the respondent's work setting

1 point if the proposed project is appropriate in terms of size or scope

1 point if the proposed project indicates the persons involved

1 point if the proposed project indicates what will be done

1 point if the proposed project indicates what resources will be needed

1 point if the proposed project indicates when it will be conducted

1 point if the proposed project indicates where it will be conducted

1 point, up to a maximum of 3 points, for each statement supporting the appropriateness of the proposed project

There are therefore 10 possible points for each proposed project or 20 possible points for both proposed projects. A participant should be considered as having achieved the objective if the participant compiles a total of 15 or more points on worksheet 2.

Objective 3

This objective will have been successfully achieved if the participant provides a plan for how to identify, obtain, and evaluate the resources necessary for a collaborative career guidance project. In order to evaluate this plan effectively, it will probably be necessary to refer to the participant's responses to worksheet 2.

Achievement of this objective will be evaluated on the basis of a point system. Each of the four types of resources should have 3 component parts, i.e. identification, obtainment, and evaluation. Award 1 point for each component part specifically mentioned. Thus there are 12 possible points if each component of each type of resource is provided. In addition, some consideration should be given to the inclusion of both internal and external resources. Accordingly, award 1 "bonus" point if both internal and external resources are specifically stated for either skills, personnel, or material resources. This results in a maximum of 15 possible points. A participant should be considered as having achieved the objective if the participant compiles a total of 9 or more points on worksheet 3.

Objective 4

This objective will have been successfully achieved if the participant provides a comprehensive plan for a collaborative career guidance project. The evaluation of the achievement of this objective necessitates consideration of both qualitative and quantitative factors. That is, the plan may be considered comprehensive if it provides all the requested information and the information provided is appropriate. The plan to be evaluated is found in worksheet 4. However, in order to perform the qualitative aspects of the evaluation, it is also necessary to be familiar with the goal(s) and objectives list found in the first small group activity of section 4. This list should be thoroughly reviewed prior to consideration of the entries in worksheet 4.

A point system will again be used to facilitate the evaluation the evaluation process. Points should be awarded as follows:

1 point for identifying the type of project if it is appropriate for the subsequent information

Section I:

1 point for providing a current status synopsis

1 point for specifically stating the importance of the project

1 point for specifically stating the implication(s) of the results of the project

Section II:

1 point, up to a maximum of 4, for each definition presented

Section III:

1 point for specifically stating a population (e.g. "high school students" probably would not be given a point)

Section IV:

1 point for identifying the sample group

1 point for providing characteristics of the sample

1 point if the sample is representative of the population

Section V:

1 point for specifically stating the sampling procedure

1 point if, in your judgment, the procedure will yield a group representative of the population

Section VI:

1 point for specifically identifying the project coordinator (i.e. by name or title)

1 point for specifically identifying the focal project activity

1 point for specifically identifying who will perform the focal activity

1 point for a specific statement of the who, what, and how of provision of instructions

1 point for specifically stating how the sampling procedure will be implemented

1 point for specifically stating who will be involved in the sampling procedures

1 point for a summary statement of the project evaluation procedures

1 point for a specific statement of who will be involved in the

project evaluation

1 point, up to a maximum of 4 points, for each material resource listed

1 point, up to a maximum of 4 points, for each physical resource listed

1 point, up to a maximum of 4 points, for each personnel resource listed

1 point, up to a maximum of 3 points, for each clerical duty listed

1 point for a summary statement of the data analyses resources to be used

1 point for specific identification of the person(s) who will do the data analyses

1 point for specific identification of the person(s) who will do the report writing

1 point for specific identification of the person(s) who will present project results

1 point, up to a maximum of 4 points, for each function specifically identified within the time outline

These procedures will yield a possible point total of 45. In addition, there should be some judgments made about the qualitative aspects of the plan. These points may be awarded as follows:

Using a rating scale of from 1 (low) to 5 (high), rate the overall project plan on each of the following factors --

A. relevance to goal(s) and objectives

B. feasibility

C. importance

Thus the total, maximum possible points for this objective is 60. The participant should be considered as having achieved the fourth objective if the participant compiles a total of 40 or more points on worksheet 4.

Objective 5

This objective will have been successfully achieved if the participant produces a comprehensive plan for communicating the results of a collaborative career guidance project. The evaluation of achievement of this objective is essentially the same as for the preceding one. Accordingly, points are awarded as follows:

1 point for specifically identifying the target audience

1 point for specifically (by name or title) identifying the presenter(s)

1 point, up to a maximum of 3 points, for each communication mode specifically identified

1 point for identifying the type of people involved in the project (e.g. counselors, teachers, etc.)

1 point for identifying the sample and population groups

1 point for identifying the major activities of the project

1 point for identifying the project's evaluation procedures

1 point for detailing the project's time schedule

1 point for identifying limitations of the project

1 point for identifying limitations of the project

1 point for identifying the result(s) of the data analyses (i.e. in what form, etc.)

1 point, up to a maximum of 3 points, for identifying each potential conclusion of the project

1 point, up to a maximum of 3 points, for each potential implication identified

1 point, up to a maximum of 5 points, for each resource specifically identified

1 point for specifically identifying who will prepare/obtain resources

1 point for identifying a time schedule

These procedures will yield a possible point total of 25. In addition, there should be some judgments made about the qualitative aspects of the plan. These points may be awarded as follows:

Using a rating scale of 1 (low) to 5 (high), rate the overall results communication plan on each of the following factors --

A. Relevance to the project goal(s) and objectives
B. Relevance to the target audience
C. Feasibility
D. Suitability (to the target audience)

Thus the total, maximum possible points for this objective is 45. The participant should be considered as having achieved the fifth objective if the participant compiles a total of 32 or more points on worksheet 5.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: ______________________________

WORKSHOP DATES: ______________________________

WORKSHOP COORDINATOR(S): ____________________

____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the
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SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

Revised May 1978

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) ____________________ Date ____________

Module Title ______________________________

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A	Column B	Column C	Column D	Column E
	I strongly agree	I agree	I disagree	I strongly disagree	I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell
2. Program Development Model
   Charles Dayton and H. B. Gelatt
3. Assessing Desired Outcomes
   Charles Dayton
4. Assessing Current Status
   Phyllis DuBois
5. Establishing Program Goals
   Charles Dayton
6. Specifying Student Performance Objectives
   Laurie Harrison
7. Selecting Alternative Program Strategies
   H. B. Gelatt
8. Specifying Process Objectives
   Barbara Pletcher
9. Developing Program Staff
   Barbara Pletcher
10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung
11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman
12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk
16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
    Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
    Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
    Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
    Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
    Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
    Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
    Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
    Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
    Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
    Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
    Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
    Lee Winocur

48. Consulting in the Area of Career Guidance
    Tom Quinn

49. Planning Collaborative Career Guidance Projects
    Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
    Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
    Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler